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FROM

The Author

EDUCATIONAL ADVANTAGES

FOR AMERICAN STUDENTS IN FRANCE

BY

JAMES GEDDES, JR., PH. D.

PROFESSOR OF ROMANCE LANGUAGES IN BOSTON UNIVERSITY

CAVALIERE DELLA CORONA D'ITALIA

Reprinted from
The WAVERLEY MAGAZINE
Fall of 1908

This article first appeared in *Bostonia* (October, 1903, January and April, 1904). It was separately reprinted. The first edition was soon exhausted. Owing to repeated calls for the article, it finally appeared in the *Waverley Magazine* (September, October, and November, 1908), the organ of the *North American Teachers' League*. In its final form, in the present reprint, the article appears thoroly revised, considerably augmented, and brought to date.

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The Author.

I. Past and Present.

IT is becoming more generally recognized that, except in special cases, an American student has no need of going abroad to secure what was formerly unattainable at home. At the beginning of the twentieth century the situation of America as regards education is radically different from what it was at the beginning of the nineteenth century. With the rapidity with which changes take place as time goes on, the chances are that the changes that will have taken place at the opening of the twenty-first century will be even more remarkable to contemplate than those which have occurred during the century just closed.

At the beginning of the nineteenth century there existed a strong intellectual sympathy between France and America. Benjamin Franklin, during his ministry in France [1776—1785], had more to do with stimulating this friendly feeling than any other American in those early days. Thomas Jefferson, however, Franklin's successor as Minister to France [1785—1789], was no whit behind his illustrious predecessor in encouraging these relations between the two countries. It was while in Paris that he conceived the idea of founding an academy of arts and sciences at Richmond, Va., which should have branches in Baltimore, Philadelphia, and New York. But before his plans could be matured the French Revolution interrupted them. Nevertheless, upon his return to America the higher education continued actively to interest him. He corresponded with the French political economist, Dupont de Nemours, upon this subject. The result of this correspondence was that the French scholar published an essay embodying his own ideas in regard to education in the United States. French was then the language of international communication. France had, thru her distinguished writers, contributed powerfully to enlarge science. In Jefferson's opinion the only two modern nations whose career deserved to be closely studied were France and England.

The trend of ideas, as shown by Jefferson's attitude, turned gradually but persistently in another direction, towards Germany. The scholarly methods and work of the Germans became appreciated. Edward Everett was the first American to take the degree of doctor of philosophy, at Gottingen, in 1817. His example was followed by such well-known Americans as George Bancroft, Basil Gildersleeve, and William Goodwin. In this country, Yale University was among the first of the institutions

of learning to confer this degree, in 1861; Harvard followed in 1875, and Johns Hopkins in 1878. In all of these institutions the reasons for conferring this degree were practically those for which German universities gave it. That is, essentially, that in addition to college instruction the student must have had long training at a university in original investigation and proven his right to be recognized as a master workman by university examinations and the publication of some results or original research.

Thus it will be seen that if France and England hold places of importance in the world of science, they are not the only countries whose ways of investigating subjects and accomplishing results are considered worthy of attention. Particularly since 1870, Germany has developed remarkably, both materially and intellectually. During the nineteenth century the prestige of England, due largely to the admirable administration of her colonial possessions, has not failed to receive due recognition. Moreover, the ties of kinship, mutual interests, and common language are factors that must ever attract American students toward English university centers. It is, therefore, easy to understand why Americans go to the universities in Berlin, Leipsic, Bonn, and Heidelberg, as well as to Oxford and Cambridge. The influence of Americans who have received their training in German universities and are employed as teachers in many institutions of learning thruout the United States is now very sensibly felt. This is one of the reasons why hundreds of American students may be counted in German university centers. The inducements held out to foreign students in Germany are attractive. They are hospitably received, and upon presenting their credentials from an institution whose standing is known, are ordinarily duly matriculated. Two years of serious work along their chosen lines, together with a thesis showing some originality and hard work, and the passing of an examination upon the entire field covered, constitute a fair guarantee of receiving the degree of doctor of philosophy. The value of this degree to a young man intending to make teaching in his own country his life work nobody will be disposed to question.

II. The Effect of Centralization.

The advantages, particularly to Romance students, of a sojourn in France, and especially in Paris, are unsurpassed. Nevertheless, even for Romance studies our students flock in considerable numbers to Germany. There, as has just been shown, besides a hearty welcome and advantages of a high order, it is possible for them to secure a reward in the shape of something tangible, which upon their return home may prove of the

most valuable assistance in obtaining positions. These advantages are, generally speaking, very clearly understood by American students. Why is it, then, that our students, who during the past fifty years have known so well how to take advantage of the opportunities offered for study in England and Germany, have not been attracted towards a friendly country no less distinguished in letters, arts, and sciences than the other two foreign countries? In the first place, because the organization of the higher education in France has hardly been known. Almost everybody in the scholastic world has heard of the *Université de Paris*, of the *Sorbonne*, and of the *Collège de France;* also, perhaps. of the *Université nationale de France*, the *Ecole pratique des hautes études*, and sundry *académies or universités* in different parts of France, like Toulouse, Montpellier, Bordeaux, and Grenoble. But just what these institutions are, their relation to the state or to each other, whether they receive foreign students, or if so, whether degrees are granted, are questions not readily answered by those of us not making a specialty of educational topics. The vicissitudes, moreover, thru which educational institutions along with everything else in France passed during the French Revolution, have served to make the status of higher education seem more complex than it really is.

The *Université de Paris* still exists, bearing at least the name of the celebrated old seat of learning that came formally into existence about the middle of the twelfth century. A century later, Robert de Sorbon, the chaplain and confessor of St. Louis, founded in the University of Paris a school of theology. This school became one of the constituent parts, and the predominant one, giving its name to the entire theological faculty in the University; and today the University of Paris itself is everywhere familiarly known as the "Sorbonne," altho the latter school ceased to exist in 1790. The provincial universities in France arose to meet the wants of the districts where they were, at different epochs after the founding of the University of Paris. There were twenty-five of them, of which Toulouse, founded in the first part of the thirteenth century, and Montpellier, in the latter part, were the oldest. The *Collège de France* was founded by Francis I., in 1529. The king believed that the University of Paris was devoting too much attention to some subjects and not enough to others. It was designed to promote the more advanced tendencies of the time and to counteract the scholasticism taught in the University. The *Ecole pratique des hautes études* is a unique institution of comparatively recent origin, dating from the Second Empire (1852). These names, then, so often heard in connection with the subject of education in France, have indicated institutions whose status was clearly defined and easily understood. Why is it, then, that these establishments do not stand forth clearly cut like Oxford, Cambridge, Göttingen, and

Bonn? Both the names of the French universities, as well as the institutions of learning themselves, have a haze about them that is absent from similarly organized faculties of learning abroad. The principal reason for this vagueness is that at the time of the revolution the entire system of education was revolutionized. The University of Paris, as well as all the provincial universities, was supprest. The hand of Napoleon then made itself felt in the new organization. Centralization in education became the order of the day. The universities, originally independent, were consolidated into one great institution, the *Université nationale de France*, of which the *Université de Paris* and the faculties at Toulouse, Montpellier, and elsewhere in the provinces were sections known as *académies*. The whole system of education was directly under the minister of public instruction, entirely a government affair. Everything went on automatically and with such clockwork precision that it was said the minister could tell a visitor not only what subject was being taught thruout France at a particular time, but the verb itself that was being conjugated just then in all the schools.

III. Recent Sweeping Changes.

Since those times there have been a great many changes covering the entire educational field in France. Together with colonial expansion, and the reorganization of the army, the educational transformation is the most considerable undertaking the government has accomplisht. Characterized briefly, it is this. Public instruction has been developt in all directions and withdrawn as far as possible from the influence of the church. The laws relating to primary instruction have been improved and elementary education has been made free and obligatory. Moreover, France has awakened to a realization of the benefits to be derived by making her educational centers attractive to foreign students. Before the act of July 10, 1896, higher education was entirely under the control of the minister of public instruction. The act of July 10, 1896, did away with state control of the institutions for higher education, giving to them an independent existence of their own. Thus this act abolished Napoleon's consolidated organization, the *Université nationale de France*, and restored the academies to their former status of universities. These institutions are no longer under state control, for the regulations governing them are made by the University Council, a body consisting of the principal members of the various faculties. Moreover, the French universities now have a legal standing like that of individuals, and may receive bequests or gifts from any one desiring to aid them financially. Formerly they could not receive gifts of money.

The innovation that is of most interest to American students is one made especially to attract them, as well as foreign students in general, to the various French seats of learning, the fifteen universities in the different sections of the country. It pertains to degrees, and especially to the doctorate. Formerly the only possible way for a foreigner to secure a French *diplôme* or degree from any educational institution was by undergoing the same training and passing the same examinations prescribed for a French student. The French diploma confers rights upon the one holding it. For instance, the graduate who has received a degree from the medical school has the right to practise in France; the graduate, likewise, of the school of pharmacy has the right to open an apothecary shop; so, too, the law-graduate has a right to practise law and to aspire to judicial government positions; and the graduate of the different *écoles normales* has the right to give instruction in the institutions of the grade for which he has fitted himself. The French student begins at the age of sixteen a series of examinations, the first of which is the baccalaureate, a degree which represents, speaking broadly, attainments a little beyond those of our high-school graduates but considerably below those of our best colleges. He then goes on passing an examination yearly until he has reached the age of twenty-four or twenty-five years, when he should pass his final examination for the doctorate. These regulations still hold good for French or foreign students who desire to practise the learned professions in France.

Most foreign students, however, and particularly our own, have no intention of pursuing studies with a view of competing with natives or of profiting pecuniarily by their foreign acquisitions elsewhere than at home. As a rule, American students desire certain advantages procurable by a residence of about two years in the foreign country. They usually have had a college course at home and have no desire to spend nine years in France in order to become doctors in their specialties. Moreover, they can ill afford to spend two years of hard work in a foreign country without having an opportunity at the end of that time to possess a substantial guarantee vouching for the genuineness of their efforts. From the French standpoint, it was not possible for the French institutions to exempt foreign students from the regular course or to credit them with work done in foreign parts, without, in most cases, giving them an undue advantage over their own students. By any such method, the foreign student could secure a state degree in a relatively shorter time than the native. The problem was to adopt the curriculum to meet the wants of foreign students while preserving intact the rights of French students. This the act of 1896 accomplisht by authorizing the universities to create titles of a different character from the ones conferring state rights or privileges. In no case can the former degrees be considered a substitute for the latter.

IV. The French Ph.D., or doctor de l'Université.

The different universities in France, in accordance with the act of July 10, 1896, have created doctorates. The regulations pertaining to acquiring this title are made by the university conferring it, but practically the principle governing the bestowal of the degree is the same in all of the fifteen French universities. The state degrees remain as before, open to all foreigners who care to submit to the same ordeal to obtain them as do the native students.

An American student who desires to obtain the *doctorat de l'université*, the title corresponding to the German doctor of philosophy, after his arrival at the university center, first secures a permit to reside in the place where he is to pursue his studies. This he does simply by dropping a line to the chief of police, if he is going to study in Paris, or to the mayor if he is at one of the universities in the provinces. This permit, besides giving the right to take up one's residence in the place for a long period, carries with it certain privileges accorded only to French citizens, and the protection of the law. If the student is pursuing one of the branches usually studied in a French college of liberal arts, for instance, philosophy, his next step is to register at the office of the secretary of the faculty of letters. At the same time he must present his American credentials or diplomas, with a French translation of them. He must then attend the courses during four semesters, or half-year terms. He need not, however, reside for two years in the same place. The tendency is rather to encourage migration. He can spend six months or more at another university, French or foreign, provided he registers there. Special cases are considered on their merits, and the regulation in regard to time requirement may be correspondingly shortened.

The examination for the doctorate of the university consists of two parts: (1) the thesis; (2) examination on the courses elected. The dean appoints a committee to examine the student's thesis. If satisfactory, the members of the committee affix their signature to the thesis and report favorably to the dean. The thesis is then submitted to the head of the university. This officer may or may not authorize the student to have the thesis printed. When, finally, the thesis is accepted, the student is called upon to support or defend before a committee of specialists what he has brought to light in the investigation of his subject. According as he displays more or less ability in handling the topic, he receives officially marks intended to testify correspondingly. The second part of the examination for the doctorate consists of questions by a picked committee upon the courses pursued by the candidate. If he passes successfully he becomes a doctor of the university where he presents himself, with the mention of his specialty: "philosophy," if that be the subject, upon the diploma.

The expense incurred by a student in order to receive the doctorate depends partly upon the time spent in obtaining it. The cost of registering for two semesters yearly is twenty-four dollars, making for two years' work forty-eight dollars. To this must be added examination and diploma fees, amounting for the two years to about sixty dollars. Finally, there is the expense of printing the thesis. The candidate is expected to give about one hundred and forty copies of it to the university. The cost of printing depends upon the number of pages, plates, type, etc. The Paris University ordinance of March 28, 1898, formulates the fees for the various faculties in that university that bestow the doctorate as follows for the two years: *Letters,* 2 matriculations at $4 each, $8; 2 library privileges at $2 each, $4; 1 examination, $28; total, $40. *Science,* total, $74 to $194. *Medicine,* total, $280. *Protestant Theology,* total, $48. Pharmacy, total, $146. The latest catalog, or *Livret de l'étudiant* (1907-1908), shows that these figures still remain unchanged. It should be said, however, that since the law of December 9, 1905, of absolute separation of the church and state, the *Ecole de théologie protestante* is no longer connected with the university.

Of the five faculties at the University at Paris, the law school faculty is the only one not yet giving the doctorate. The favor with which the new system of granting the degree of *docteur de l'université* is regarded can be in a measure appreciated by the fact that at the end of the year 1901, only five years after the establishment of the doctorate, there were sixty-six candidates who took the examination for this degree at the University of Paris. They were divided among the different faculties as follows: *Letters*: 3 American, 3 French, 1 Italian (a young woman), 1 Portuguese, 1 Servian, 1 Swiss; total, 10. *Sciences*: 3 American, 4 French, 1 Greek, 1 Hungarian, 2 Roumanian, 1 Russian; total, 12. *Medicine*: 1 English, 2 Canadian, 2 Italian, 1 Peruvian, 1 Swede, 1 Swiss; total, 8. *Pharmacy*: 1 Dane, 35 French; total, 36. In all, 42 of French nationality, 25 foreigners. These statistics are taken from *L'Informateur,* second semester, 1903, 15 *rue de Cluny,* Paris. This little publication, costing fifteen cents, and issued each semester, proved serviceable, but is no longer publisht. The sum total there given is 67, as there was at that time one candidate in theology, who for the reason just given above, is now not counted. It is a pleasure to note that the term "student" includes young women as well as young men. As regards impartiality in granting equal advantages to men and women, as well as liberality in offering educational opportunities that are mostly absolutely free of expense to all, France is unsurpast by any other nation. The function of offering examinations and giving degrees is kept rigidly distinct from that of offering instruction. The student pays for the former, but the latter is, save in rare instances, absolutely free.

V. Advantages of a French University.

It may now readily be seen that the higher education in France is practically upon the same basis as that in the universities of Germany or at the graduate schools of the well known universities in our own country. The system governing the reception of foreign students, the splendid advantages offered, and the bestowal of the doctorate by the universities in France are all along similar lines in Germany that have long proved attractive to Americans. The requirements enabling a student to pursue the courses in any one of the fifteen French universities—fitness shown by examination, or by the presentation of a diploma, or certificate or degree, from a college or school of high standing—are practically the same as those called for in order to pursue courses in any one of the twenty-six universities in Germany. The fifteen French universities, each with four or five faculties (Letters, Law, Science, Medicine, Pharmacy), now stand forth as clearly defined as the twenty-six sister universities in Germany. There is just the same practical advantage for a student of Romance subjects to pass his two years in France as there is for a student of Teutonic branches to pass them in Germany. There is nothing in either case that can entirely replace the atmosphere of the foreign country itself. It is therefore difficult to see why students who intend to become teachers of Romance languages in this country should go to Germany in order to get their training. The parallel case, which appears even more strange because Germany is considered the fountain-head of knowledge, is that of a student going to France to pursue Germanic subjects. He can do it quite well. Nevertheless, he misses the German atmosphere and much that only residence in the foreign country itself can give. As most of our teachers in the schools and colleges do not teach philology, but principally the essentials of a foreign language and some literature, it is not easy to overestimate for them the advantages to be secured by a long residence in the foreign country.

Of recent years in Paris, as well as at the seats of the provincial universities, a great deal has been done to render the life of the foreign student pleasant and profitable at a minimum expense. In the opinion of the writer, however, it is hardly prudent for a student to go abroad, counting on spending a year in a foreign country with less than five hundred dollars. It is often done, but is nevertheless a precarious thing to do. In America, generally speaking, it is not so very difficult for a student to find something to do or to work his way thru; but abroad the proposition is quite different, and is by no means safe to count on. Moreover, on the continent of Europe student life is quite different from the American variety. There are no Greek letter societies, no fraternities, no sororities. Yet both in the provinces and in Paris there are at the present time a number of most helpful organizations, membership

in which is likely to prove materially and socially of decided profit to the new comer.

The *Comite de patronage des étudiants étrangers* not only gives information, but is so organized as to be able to furnish material assistance to worthy students for the purpose of paying university fees. Moreover, special rates on ocean liners may sometimes thru this agency be obtained. Its quarters are in one of the halls of the Sorbonne. A secretary will there be found from half-past four to six o'clock every day except Friday, to attend to the wants of the new comer and oftentimes to furnish substantial aid and moral encouragement.

The *Association générale des étudiants de Paris,* 43 rue des Ecoles, is one of the largest of these mutual help organizations. Its aim is two-fold: (1) to facilitate the material life of the student; (2) to make him feel his responsibility to society as well as to himself. By offering him pleasant quarters to work in, like those of any well organized club, where a library of 25,000 volumes is at his reach, as well as more than 200 newspapers and periodicals, the first aim is to a certain extent secured. Moreover, rebates of many kinds for medical attendance, tutors' fees, books, theater tickets, etc., are obtained. There are sections composed of students of law, medicine, letters, science, and pharmacy, so that a new comer is naturally brought in contact with students whose training has been similar to his own. Thus the second aim, a kind of *noblesse oblige* spirit, is engendered and faithfulness of the individual to himself and to others is developt. The membership fee is $3.60 a year. There are nearly 10,000 active members. The club is on a most successful financial footing. The advantage of membership to the new comer who finds himself alone in the great city must be obvious.

By the side of this successful Association there has sprung up another, and indeed from the former. In the *Association générale des étudiants,* owing to the large number of members, certain rules have to be vigorously enforced. One is that discussion of religious or political topics is tabooed. But the many republican student members desire to give vent to their feelings, and so the *Union des étudiants républicains,* 161 boulevard de Montparnasse, has taken its rise. Lectures on literary and political subjects occur frequently, and in many ways the club promotes good fellowship.

University Hall or *Résidence universitaire,* 95 boulevard Saint-Michel, is a society after the manner of English establishments, where board and lodging and favorable surroundings for literary work are to be found. Of University Hall, M. Dupouey writes thus in his pamphlet mentioned in the present article, p. 16 (Americans in French Universities, p. 18): "The residents enjoy great freedom, inviting thither their friends and organizing their common life for the best comfort and pleasure of all. The excellent example ought certainly to be followed by many groups of students.

Young Americans in Paris, accustomed to their fraternities and clubs, would render a service to their French comrades should they take up this matter."

La Solidaritê universitaire, 19 rue de Savoie, is a kind of co-operative mutual help society, more on the American plan of securing employment for its members. Such work as translation, compilation, summaries of books, bibliographical data, map-tracings, are among the tasks most usually called for. The American student who looks for such lucrative employment as reading gas-meters, taking tickets at the door, or checking coat and hat is apt to be bitterly disappointed. Nevertheless the Solidarité fulfils a useful mission. There are not lacking societies that are smaller than those above mentioned, and whose usefulness applies to special conditions. Such are the *Cercle catholique des étudiants de Paris,* 18 rue du Luxembourg; the *Cercle d'étudiants protestants de Paris,* 46 rue de Vaugirard, both excellent of the kind. Then there is the *Restaurant cooperatif du Quartier Latin,* 14 rue de la Sorbonne, where the average price of meals is about twenty-three cents. Besides the double aim of furnishing good food at very moderate rates, that of abstaining from alcohol and all kinds of liqueurs and brandy, except when prescribed by a physician, is carried out. The moderate use of wine, beer, and cider is permitted. Young men and young women students much appreciate the advantages of this hygienic and economical restaurant.

For young women, one of the most helpful of these associations will be found: *La Guilde internationale,* 6 rue de la Sorbonne. It has within itself organized elementary courses in the pronunciation and grammar of the French language, as well as in French history and literature, in order to pave the way of the new comer to take with profit the university courses. This society is in charge of Miss Williams, whose experience, knowledge, and familiarity with the surroundings are ever at the service of the new comers desirous of beginning work with a minimum loss of time. Besides the Guilde for young women, there is also the *Cercle Amicitia,* 12 rue du Parc Royal, in charge of Mlle Monod, where the same friendly spirit prevails, and where young women may count upon kindness and assistance in many ways.

Perhaps the latest and best home in Paris for young women is the Student Hostel at 93 boulevard Saint-Michel. The building was formerly a convent. Thru the efforts of Mrs. Grace Whitney Hoff, an American resident of Paris, it has been rebuilt, furnisht with baths, dispensary, and all manner of modern improvements. About forty or fifty girls are usually gathered together at meal time. The rooms accommodate about twenty-three students. Room and board may be had from four to seven dollars a week. The directress in charge of the Hostel is Miss Bushnell Smith.

Mention will be made later of the *Association américaine des arts à Paris* and of the *Alliance Française,* two most important auxiliaries for enabling students to become familiar with some of the best advantages obtainable. Sufficient here has been said to show that the French are keenly alive to the desirability and to the mutual advantage to be gained by doing what is possible to facilitate the progress of foreign students.

The act which has effected the great changes described in the organization of the French educational system, and particularly changed the attitude towards foreign students of all the institutions for the higher education in France, is so important that before going on to speak of the different universities it will be of interest to learn something of the prime movers who brought about modifications so beneficial and so far-reaching.

VI. Origin of the Recent Changes.

It seems a little odd than an American who, like many of his countrymen, after finishing his college course in America, had completed his studies in Germany by taking the degree Ph. D. at Halle, should have been the first to bring the matter of reorganization of the higher education in France to the attention of the French authorities. After having made, in 1895, quite a thoro examination of the principal schools in Paris, particularly the *Sorbonne, Collège de France, Ecole des hautes études,* Mr. Harry J. Furber, a graduate of the University of Chicago (1886), and for a number of years a student abroad and in foreign universities, came to the conclusion that the advantages which it might be possible for American students to procure in Paris were extraordinary. He then askt himself why it was that, notwithstanding, there were but thirty American students enrolled at the *Sorbonne,* while at the same time at the University of Berlin there were over two hundred. Moreover, if a count were made of all American students pursuing courses in the twenty-six German universities, the sum total of more than a thousand would offer a still more unfavorable and striking contrast for France to the total number of American students enrolled in the latter country's fifteen university centers. As regards the number of artists and sculptors studying in Paris, the sum total of Americans among them proved clearly the superior attractiveness of the French capital to them as an art center over all other places. Mr. Furber realized that if the figures showed in the domain of letters so marked a predilection on the part of American students for German university centers, the inducements offered there in science and letters must be far superior to those offered in France. He then found what has already been shown; namely, that the regulations in force, while doubtless well adapted to the needs of French students, were entirely unsuitable to the wants

of foreign students, and particularly Americans. Mr. Furber then drew up a memorial stating the case clearly to M. Poincaré, the minister of public instruction. These ideas, of which a summary has here been presented, were given to the general public in an article publisht in the *Journal des Débats*, of June 7, 1895, by M. Michel Bréal, a member of the Institute and a professor at the *Collège de France*. Moreover, M. Bréal made a strong plea for the advantages offered outside of Paris by the provincial universities. Nowhere, he said, could French life in all its intimacy and purity be so well studied as in the different French provinces. As examples of admirably equipt institutions, he cited those of Lyons and Lille; while others peculiarly endowed by nature with a rare climate and superb physical attractions are Dijon, Toulouse, Bordeaux, and Montpellier. Were he to begin life over again, he would be a student nowhere else than at Grenoble, the great natural beauties of which are so familiar to so many of our tourists. Paris, he concluded, may well be kept for the last semester and fittingly crown the foreign student's sojourn in France.

The result of this article from the pen of so distinguisht an educator as M. Bréal was the formation, about a fortnight later, of a committee composed of the best known and influential men in the educational world in and around Paris.

M. Brèal addrest the meeting, supporting by word what had already appeared in print. The discussion was participated in by M.M. Bonet-Maury, Gréard, Lavisse, Maspero, Paul Mellon, Paul Meyer, and Parrot. In the course of the discussion, the sympathy and encouragement of M. Hanotaux, the minister of foreign affairs, and of M. Poincaré, of public instruction, were clearly shown by their approval of the plan to form a Franco-American committee. On the other hand Mr. Furber voiced the equally hearty support of His Excellency, the ambassador of the United States, for this movement towards closer intellectual affiliation. A commission was then and there (June 26, 1895) appointed to study into the question of how to facilitate the entrance of American students into French schools, and what inducements might properly be held out. So important and far-reaching have been the results attained by this commission that it must be of interest to American students to know who the men are who have been instrumental in securing for them such magnificent opportunities for study as are now to be had at a mere nominal cost in France. The members of the French commission are MM. Bonet-Maury, Professor in the Theological School; Michel Bréal, of the Institute, Professor in the *Collège de France;* Bufnoir, Professor in the Law School; Darboux, of the Institute, Professor in the Scientific School; Giry, then Professor in the *Ecole des Chartes;* Lavisse, of the French Academy; Levasseur, Professor in the *Collège de France;* Maspéro, of the Institute; Paul Mellon, Secretary of the Commission; Paul Meyer, of the In-

stitute, Director of the *Ecole des chartes;* Gabriel Monod, Professor in the *Ecole pratique des hautes études;* Schefer, of the Institute, then Director of the *Ecole des langues orientales vivantes.* The name of the French ambassador to the United States, at that time, M. Jules Cambon, was afterwards added to the list.

To coöperate with this commission and aid the members in rendering their efforts as effective as possible, in accordance with Professor Furber's suggestion, the following committee, chosen from distinguisht American educators, was appointed: President Angell of the University of Michigan; President Dwight of Yale University; President Eliot of Harvard University; President Gilman of Johns Hopkins University; G. Brown Goode, Assistant Secretary in the United States National Museum; E. R. L. Gould, Secretary of the International Statistical Association; President G. Stanley Hall of Clark University; Wm. T. Harris, U. S. Commissioner of Education; S. P. Langley, Secretary of the Smithsonian Institute; President Seth Low of Columbia College; Simon Newcomb, U. S. N., Superintendent of the Nautical Almanac; President Schurman of Cornell University; Andrew D. White, ex-Minister to Germany; President B. L. Whitman of Columbian University; Carroll D. Wright, U. S. Commissioner of Labor. The commission and the committee together constitute the Franco-American Committee.

Immediately an active campaign to further the common cause was begun by both the members of the commission and those of the committee. In the way of propaganda, one of the best contributions appeared in the *Forum,* New York, May, 1897, from the pen of Simon Newcomb. This article is entitled "France as a Field for American Students." The advantages to be had by the American students at the *Sorbonne, Collège de France, and Ecole pratique des hautes études* are well set forth. The article appeared before the creation of the degree of doctor of the university; nevertheless, the comparison between the French system then in vogue and the German system is luminous and will repay reading any time. Another able article, most sympathetically written, and showing the friendly feeling between France and America during critical periods in the history of both, aimed to bring about closer intellectual relations in the immediate future. This article, by Professor Raphael George Lévy, of the *Ecole libre des sciences politiques,* was publisht in the *Revue internationale de l'enseignement* for February, 1897. In 1899, the Franco-American Committee, 87 boulevard Saint-Michel, publisht a pamphlet containing in one hundred and thirty-eight pages a clear account of the system of higher education in France, together with the changes recently effected. This publication has done much to do away with the lack of comprehension in regard to the status of the French universities. Also their requirements for the doctorate were made perfectly clear. The *Comité de patronage des étudiants étrangers,* office in the Sorbonne, has issued a luminous

pamphlet, entitled: "New Diplomas of the French Universities; doctorate, license diplomas, certificates of studies; for the especial use of foreign students." Finally, in 1907, there appeared in the October number of the *Echo des deux mondes,* issued in Chicago, perhaps the best French periodical publisht in the United States, a concise summary of information upon the entire subject, with practical hints to aid students going to France for study. This summary is entitled *Conseil aux Américains,* and is written by M. Robert Dupouey of the faculty of the University of California. The substance of this useful article appeared in English in the University of California Chronicle, vol. IX, no. 4, 1907, and was also separately printed. By making application, most of the propaganda mentioned in the present article can be readily obtained. There seems now to be hardly any reason why a student intending to study abroad should not have quite as clear an idea of the university system in France and the opportunities it offers as of the German university system and its advantages. To all of the above-mentioned articles, and especially to the useful report of the Franco-American Committee, the writer of the present article desires to acknowledge his indebtedness.

VII. The University of Paris.

Of the fifteen French universities, the University of Paris, or the *Sorbonne,* is by far the most renowned. It possesses traditions, like those of Salerno and Bologna, that only centuries of existence can give. The most influential scholars have been and still are connected with its teaching force. Of the original building constructed by Cardinal Richelieu in 1629 for the *Sorbonne,* then the theological faculty of the University of Paris, the church is the only portion that has been preserved. Since 1885 extensive building operations, only recently finisht, have been going on, and now the University of Paris possesses one of the finest and costliest structures for educational needs to be found in all Europe. The front of the building is on the *rue des Ecoles,* just opposite the *Hôtel de Cluny,* the site of the palace and baths of the Roman emperors. The beautiful new home of the University of Paris is the seat of the French academy and of the faculties of letters, science, and theology. The large amphitheater in the interior of the building, where public functions take place, will hold three thousand five hundred persons. This hall contains statues of Sorbon, Richelieu, and Rollin, who so identified themselves with the university, and of the eminent French scientists, Descartes, Pascal, and Lavoisier. At the end of the hall is the celebrated painting *The Sacred Grove,* by Puvis de Chavannes. Other portions of the interior of the *Sorbonne* are beautifully decorated by celebrated artists. Of the five faculties constituting the University of Paris, law, letters,

science, medicine, and pharmacy, the faculty of law, as previously noted, is the only one not yet bestowing this new degree. The total number of students registered and in attendance at the courses offered by these various faculties during the year 1906-1907 was 15,789. The lectures are free to the public. In some cases in which the subject itself or the lecturer is popular, the halls are apt to be crowded, and to obtain a seat it is necessary to be on hand early. The courses in literature are much frequented by ladies. This fact has been made the subject of much good-humored pleasantry by French writers. In Edouard Pailleron's comedy, *le Monde où l'on s'ennuie*, which was very successful and now belongs to the répertoire of the *Comédie Française*, the author has amusingly set before the public the kind of fetich worship offered to a popular professor by his fair constituency. There are, besides the free lectures, courses called *cours fermés*, where the personnel is restricted to the competency of those desiring to pursue them. Considerable drill can be got in these courses.

Glancing over the prospectus of the faculty of letters of the University of Paris, the names of over fifty scholars, many of them distinguisht in their specialties, appear on the list of teachers. Some of these professors' names, widely known in connection with the literary work of their authors, will be readily recognized by students everywhere. Classed under one general heading, the different subjects or divisions of the subject are taught by the following professors: (1) *American institutions and literature*, the American exchange lecturer; (2) *Archeology*, Collignon; (3) *Art, musical, modern, ancient*, Lemonnier, Rolland; (4) *Auxiliary Sciences to History*, Langlois; (5) *Education*, Durkheim; (6) *English Language and Literature*, Baret, Legouis; (7) *European Literature*, Hauvette; (8) *French Language and Literature*, Brunot, Chamard, Gazier, Faguet, Lanson, Michaud, Reynier, Roques; (9) *Geography*, Bernard, Dubois, Gallois, Schirmer, Vidal de la Blache; (10) *German*, Andler, Lichtenberger; (11) *Greek*, Croiset, Faugère, Girard, Hauvette, Puech; (12) *History, Ancient*, Bloch, Bouché-Leclercq, Diehl, Grébault, Guiraud, Langlois, Pfister, Revon; (13) *History, Modern*, Aulard, Bourgeois, Denis, Lavisse, Seignobos; (14) *Italian Language and Literature*, Dejob; (15) *Latin*, Cartault, Courbaud, Durand, Goelzer, Havet, Lafaye, Martha, Plessis; (16) *Paleography, Classical*, Chatelain; (17) *Philology, Classical*, Goelzer, Havet; (18) *Philology, Romance*, Thomas; (19) *Philosophy*, Delbos, Egger, Lévy-Bruhl, Rauh, Seáilles; (20) *Psychology*, Dumas; (21) *Russian*, Haumant; (22) *Sanskrit and comparative grammar of the Indo-European languages*, Foucher, Vendryès; (23) *Sociology and Political Economy*, Espinas, Bouglé. This information is taken from *Le livret de l'étudiant*, the University of Paris yearly catalog, 1907-08, which the student in Paris will find indispensable,

the exact location of buildings, hours of courses, etc., being given. It may be well to secure a copy long before going abroad. The student in Paris is likely to have almost every question for information answered at the *Bureau de renseignements*, in the Sorbonne. The Bureau itself publishes a handy manual much resembling the *Livret de l'étudiant*. The title is *L'Université de Paris et les établissements parisiens d'enseignement supérieur. Programmes sommaires. Renseignements divers.* In the 1907-8 edition, specific information in English is given on pp. 161-165. Moreover, the *Office d'informations et d'études*, 31 rue Gay Lussac, furnishes the new comer with accurate information in regard to the various schools, courses, instruction, etc. The *Comité Franco-Américain*, formerly at 87 boulevard Saint-Michel, has been united to the Inquiry Office of the Sorbonne.

Inasmuch as the department of science is strictly separated from that of letters, the courses given by the above professors at the faculty of letters will be found to be much along the lines laid down in the catalogs of American universities and applicable to the courses given in the college proper, omitting those devoted to the sciences and mathematics. In brief, as seen above, they consist of culture studies, and largely of those so highly esteemed of old, and which, coming down thru the ages, still hold their own amid the multitudinous subjects that are claiming recognition because of rapid changes in civilization. These long-accepted and cherished studies are philosophy, history, Greek, Latin, French, foreign language and literature, political economy and sociology, all of them in their different phases, and relations to allied topics; in a word, the humanities, using the word in the broadest possible sense. A subject not usually put down in the curriculum of American colleges or universities is geography, to which much attention is given in the faculty of letters of all the French universities. Like the other subjects making up the courses, it is gone into very thoroly, and there appear courses in modern, ancient, physical, colonial, and commercial geography. Political economy and sociology figure on the prospectus of the faculty of letters of the University of Paris, yet not as prominently as in the law-school course. It is in the latter faculty that the subject is almost wholly pursued in all, or nearly all, the other French universities. French literature, French history, and French philosophy appear to be the centers to which attention is strongly directed. It is undoubtedly due in a large measure to this fact that France has in the past produced such brilliant philosophers, historians, and littérateurs. This trend in the direction of studies certainly appears sensible from a practical standpoint, for it would seem to be a duty to be well informed in regard to what directly concerns one's native land and those who influence thought within its borders.

Besides the ancient languages Greek and Latin, whose literature and philology receive a good share of attention, Sanskrit and comparative grammar of the Indo-European languages are studied under some of the foremost scholars in this department of linguistics. European literature, undoubtedly, embraces considerable of the best in the field in northern and southern Europe. The stress appears to be laid rather on the literary side of language than on the philological. This feature is in contrast with the curricula in some of the higher institutions of learning in the United States, where the emphasis is rather on the linguistic or philological side of language than on the literary. The two foreign languages to which most time and attention are given at the University of Paris are German and English, fully warranted by their importance. Paleography, generally speaking, is a subject that appears quite prominently in the courses offered by the faculties of letters in France, and for the study of which Paris has opportunities that are unsurpassed. It will be noticed that American Institutions and Literature have within recent years been given a place.

The faculty of sciences at the University of Paris embraces purely scientific subjects. They are treated widely in all their many phases, just as letters are in the faculty of letters. The subjects pursued are: astronomy, botany, chemistry, geology, mathematics in all the higher branches, mechanics, mineralogy, physical geography, physics, physiology, and zoölogy. No subjects, for instance, like language, letters, or political economy, such as are taught at the Massachusetts Institute of Technology, more or less in connection with work in science, are found on the program of studies of the faculty of sciences. The former subjects are considered as belonging to the department of letters, and to this latter faculty, consequently, they are relegated. The prominence given now in some of our scientific schools to engineering, architecture, and landscape architecture is due to the development of these subjects in recent years in this country. Altho these topics are not to be found on the program of the French faculties of science, the subjects themselves have long received the most careful attention in French technical schools.

The faculty of law of the University of Paris offers about forty courses given by as many different professors. Compared with the courses given in our law schools of good standing, the Paris courses are not so technical, and speaking broadly, have considerable more educational value. There are no less than fifteen courses on political and economical sciences, a number of which, like Comparative Social Economy, Public International Law, History of Economic Doctrines, are of much general interest and value. Judging by the program of courses recently made at the Boston University School of Law, that is the introduction of courses on international, colonial, and consular law, it would appear that in the future more such

courses as are offered abroad, and which are of educational value to all, are likely to be given in our law schools here. The impetus in this direction is in a large measure due to national expansion.

The courses offered by the faculty of medicine are similar to those that appear on the programs of our best medical schools. About sixty professors give as many courses either at the school itself, in the *Place de l'Ecole-de-Médecine,* or at various hospitals in the city. As pointed out in comparing the announcement of the law-school courses with similar ones in this country, the French medical schools likewise may possibly offer a few more popular or less technical courses than can be found in the American schools of medicine. At least the subjects of some of the courses, Hygiene, Physiology, Biological Physics, and Biological Chemistry, suggest courses of educational value that may not be, and probably are not intended exclusively for specialists.

The studies pursued at the *Ecole supérieure de pharmacie* are conducted by six professors. The subjects taught are Analytical Chemistry, Galenic Pharmacy, Mineral Chemistry, Natural History of Medicaments, Physics, Zoölogy. Over a year of study is required at the school, and finally the presentation of a thesis containing personal research, which the candidate for a degree is called upon to elucidate.

As already stated, there is no longer a sixth faculty, that of the *Ecole de théologie protestante.* The courses, however, at this school continue to be given by ten professors, and are similar to those laid down in the curricula of many Protestant theological schools in this country. They include Ecclesiastical History, Evangelical Ethics, German, History of Philosophy, Lutheran Dogma, New Testament, Old Testament, Organization of the Reformed Churches in France, Patristics, Practical Theology, Reformed Dogma, Revelation, and Holy Scripture.

VIII. The Provincial Universities.

The fourteen universities outside of Paris and in the different sections of France are Aix, Besançon, Bordeaux, Caen, Clermont-Ferrand, Dijon, Grenoble, Lille, Lyon, Montpellier, Nancy, Poiters, Rennes, Toulouse. As their curricula are modeled in a measure upon that at the University of Paris, no detailed description of them is necessary. None of them possesses, for obvious reasons, the unrivaled opportunities found at the University of Paris. Nevertheless, by this is not implied that they are lacking in attractiveness either of natural or intellectual resources. Indeed, the natural attractions of many of these institutions appeal to many more strongly than the city advantages of Paris. With the exception of the universities of Besançon and Clermont-Ferrand, which have only the three faculties, letters, science, and medicine, the remaining pro-

vincial universities have four faculties: law, letters, science, and medicine; or five, counting the schools of pharmacy, usually comprised in the medical schools. Toulouse had, like the University of Paris, before the law of December 9, 1905, of separation of church and state, a faculty of protestant theology. The universities of Bordeaux, Lille, Lyon, Montpellier, Nancy, and Toulouse are among the most important, by reason of their equipment and advantages, of the provincial universities. Some of the others, however, have in some respects advantages superior to any one of the six just named. It is possible, too, that each one of these university centers, by reason of its situation, or of particular circumstances, may possess, and probably does possess, superior advantages to any other for pursuing special branches.

Thus because of the fine laboratories, extensive collections, agricultural stations, botanical gardens and museums in Bordeaux, agriculture, natural sciences, and chemistry applied to industry are all especially studied. Among the courses at the faculty of letters serving to differentiate the curriculum from that offered by other institutions are found: History of Bordeaux and the Southwest of France, Language and Literature of the Southwest of France, Hispanic Studies. The University of Lille, in the ancient capital of Flanders, near the Belgian frontier, possesses very fine material as well as intellectual equipment. Among the courses at the faculty of letters, one will hardly fail to note, because not found elsewhere, Walloon and Picardy Language and Literature. The situation of the university in the heart of the Walloon district is in itself an advantage in pursuing this specialty such as no other university possesses. The University of Lyons, in one of the finest cities in France, not far from Switzerland, possesses exceptional advantages for the study of archeology. Industrial and agricultural chemistry holds an important place among the sciences. The influence of the silk industry, as well as of the metallurgic industry of the region, is traceable among the courses offered by the faculty of science. The study of psycho-physiology is one of the specialties of this university. In the department of letters a course on the History of Lyons is noticeable. The University of Montpellier is a most active intellectual center. The faculty of medicine to which Rabelais belonged, and added lustre by his efforts in its behalf, still retains its ancient prestige. The *Jardin des plantes* is one of the finest in Europe. It contains a great number of rare trees and plants. Botany and natural sciences are among the most popular studies at Montpellier. Moreover, the *Comité de patronage des étudiants étrangers* has recently issued a circular from the *Université de Montpellier*, announcing that during the winter semester of 1908-1909, courses adapted particularly to foreign students will be offered. The program, embracing subjects in French, Italian, Spanish, and Romance philology, appears very attractive. Among the courses in letters at

the University of Nancy, in the ancient capital of Lorraine, are to be noted one on German Philology, another on History of the East of France.

At the University of Toulouse, in the ancient capital of Languedoc, more attention is given by the faculty of letters to the study of the Spanish language and literature than elsewhere in France. The annual competition in the subjects of poetry and eloquence still takes place in Toulouse, pleasantly commemorating the famous *Jeux floraux*, instituted there in 1323. At the universities of lesser importance than those just named, courses in certain subjects will be found which do not appear at all elsewhere. Thus at Aix, in Provence, not far from Marseilles, the faculty of letters offers several fine courses on Provençal History, Language, and Literature. The University of Caen, situated in the very heart of Normandy, offers a course on Norman Art and Literature, which cannot but be of considerable interest to students of art and architecture. Grenoble, in the midst of the Alps, not far from Italy, is beautifully situated, possessing the warmth of a southern sun tempered by the coolness of the mountains. There is an Italian colony in the town, and the faculty of letters offers a course in Italian Language and Literature, a subject not found upon the curricula of the other faculties of letters, excepting Clermont-Ferrand, which is considerably farther away from the immediate vicinity of Italy. The facilities for pursuing science, especially geology and botany, at Grenoble are very fine. The summer courses, together with the superb natural attractions of Grenoble, are beginning to attract thither many foreign students. Thru the initiative of the *Alliance Française*, now making a vigorous campaign at home and abroad in the interest of French language and letters, holiday courses are now given in Bordeaux, Boulogne-sur-Mer (in connection with the University of Lille), Saint-Malo-Saint-Servan (in connection with the University of Rennes), and Villerville-sur-Mer. A number of universities and schools in France and Switzerland have joined in the movement either independently or in connection with the Alliance. Courses are announced for the summer season of 1909 at Besançon, Caen, Dijon, Grenoble, Lyon, Nancy, all provincial university centers, at Lisieux, Bayeux (both in Calvados, Normandy), at the Institut-Moderne, Marseilles, and at the Lycée for girls in Versailles, under the direction of Mme Kahn; also at the universities of Geneva, and Lausanne, and at the Academy of Neuchâtel, in Switzerland. The University of Clermont-Ferrand, in the capital of the old province of Auvergne, in the center of Southern France, like Grenoble, is in the midst of the mountains. Clermont is the center of a most important volcanic region and possesses unique interest not only for geologists and mineralogists, but for geographers as well. The University of Dijon, in the town of that name, capital of the old province of Bourgogne, offers a course on the History of Bur-

gundy; the University of Poitiers, in the old province of Poitou in Western France, where famous battles occurred in olden times, offers a course on the History of Poitou; the University of Rennes, in old Bretagne, offers a course in Celtic Language and Literature; the University of Besançon, in Franche-Comté, of which Besançon was the capital, a course in Russian; also one on the History and Geography of Antiquity and the Middle Ages, in which epoch Besançon played an interesting part.

It will now be clear that while the provincial universities offer courses in law, letters, science, and medicine quite similar to those described as given by the University of Paris, they make up in a measure for what they lack in variety by offering special courses, for which they have advantages superior to any that can be found elsewhere. The law-school courses are in many cases broadly educational as well as technical. The scientific courses are thoroly practical, as the names of some of them suggest: Industrial Electricity, Industrial Chemistry, Industrial Physics. The medical schools are the equal in excellence of the schools of law, letters, and science. The provincial universities, following the example of the University of Paris, are gradually introducing the doctor's degree for foreign students into their various faculties. An American student who desires to receive this degree as a recompense for successful work in France will have in the future only the perplexity of deciding where he can most advantageously spend his time.

IX. Special Schools for Higher Education.

It remains to speak of several institutions, some of which are not connected with the government, of no less interest to American students than those just described. Many of these are termed *écoles libres, libre* being used here in the sense of independent, and not, as sometimes supposed, of *free* in the sense of tuition free, altho such is often the case. First in importance is the *Collège de France,* rue des Ecoles, over the portals of which is seen the inscription *Omnia docet.* Here science and letters in their most advanced stage are taught by more than forty of the ablest specialists in France. The late lamented Gaston Paris was administrator of the institution, and his colleagues in their specialties are well known to scholars making researches in like fields everywhere. Some of the French professors whose visits to America or whose writings have made their names particularly well known to men of letters in this country are Joseph Bédier, Michel Bréal, Gaston Deschamps, Louis Havet, Pierre Janet, Leroy-Beaulieu, E. Levasseur, who succeeded Gaston Paris as administrator of the Collège de France, A. Longnon, G. Maspêro, Paul Meyer, Morel-Fatio, A. Réville, Georges Blondel. The school is as good a representative of the type that now exists in sev-

eral countries for special investigation as is to be found anywhere. Very similar in its aims is the *Ecole pratique des hautes études*, Sorbonne. Over one hundred professors have charge of the instruction. The school is divided into five sections, each comprising broad divisions: 1° history, language, and philology; 2° mathematics and mathematical sciences; 3° physics, chemistry, mineralogy; 4° natural sciences; 5° religious sciences. The most complete liberty in regard to pursuing one's chosen subject exists. The professor meets his students when and where it is most convenient, and continues his work with them for as long or short a time as may be deemed practicable. Each student may be pursuing some one particular part of a subject, in which case the student and professor come together by appointment, and carry on the special research in whatever manner they may consider most profitable. No examinations are given nor are any degrees conferred. Probably no school in Europe stands higher in its field or is more widely and favorably known than the *Ecole pratique des hautes études.* The *Ecole des langues orientales vivantes*, 2 rue de Lille, is, perhaps, one of the best known of the kind. In it are taught the leading oriental living idioms. The professors are assisted by native teachers. The students pursuing the courses do so for political, commercial, or philological reasons. Quite a number obtain positions as interpreters in eastern countries. The *Ecole nationale des chartes*, 19 rue de la Sorbonne, founded over eighty years ago, is frequented by specialists in archeology, philology, history, and diplomacy. They come from all parts of the world, attracted by the unrivaled resources of the school. The advantages, particularly for the study of paleography, because of the abundance of rare manuscripts, are unsurpassed. The *Ecole libre des sciences politiques*, 27 rue Saint-Guillaume, fulfils a most useful mission. Here an excellent preparation can be had for the various administrative careers in the government in conformity with the five sections composing the entire program: 1° interior administration; 2° finance; 3° political and social economy; 4° diplomacy; 5° law and history. There are no examinations to enter. A course can be taken for two or three years. A diploma is given when evidence is shown of good ability to investigate problems. There is an enrolment fee of $14.00 a year. Social doctrines may be profitably pursued at the *Collège libre des sciences sociales*, 28 rue Serpente. Of such institutions as the *Muséum d'histoire naturelle*, 57 rue Cuvier, where courses are given in zoölogy, anthropology, and kindred subjects, the *Ecole nationale supérieure des mines*, 60 boulevard Saint-Michel, for the training of mining engineers, the *Ecoles des ponts et chaussées*, 292 rue Saint-Martin, for bridge-builders and constructors, the *Conservatoire des arts et métiers*, 292 rue Saint-Martin, for sciences and their industrial application, in all of which the instruction is absolutely free, nothing need be said other than that they represent

the best modern types of the kind. American students, however, are so amply provided with superb facilities for the pursuit of the sciences, natural history, mechanics, industrial arts, and agriculture, in all their varied ramifications, that the cases where these subjects might be pursued mainly abroad rather than at home are likely to be exceptional. Not so with the fine arts. Such schools as the *Ecole nationale et spéciale des beaux-arts,* 14 rue Bonaparte, for the study of painting, sculpture, architecture, and allied subjects, and the *Conservatoire nationale de musique et de déclamation,* 15 rue du Faubourg-Poissonnière, for vocal and instrumental music and the study of the voice, will long continue to attract, as in the past, foreigners from distant countries.

It is perhaps needless to say that the mere enumeration of special schools that offer the foreign student as well as the native a most attractive program of studies, either entirely free or at a nominal cost, would make a long list. It must here suffice to note two well-defined advantages that American students of art and language may profit by, if disposed to make use of them. The American Art Association has over two hundred members. Its function is that of a club. It gives opportunity for American students and artists to meet together informally and enjoy each other's society. The Association now possesses fine quarters at no. 2 *Impasse Conti.* A large art library, fine reading-rooms, recreation-halls, and a good but inexpensive restaurant contribute to the comfort of the members. The club is somewhat like the St. Botolph, in Boston, in that art exhibitions are held in the rooms quite frequently. It is well worth while for a student of art, intending to remain a year in Paris, to become a member immediately upon arriving. The fees are ten francs initiation and twenty francs membership annually.

The second advantage is that offered during the summer months by the *Alliance Française,* 186 boulevard Saint-Germain, to students of the French language. Two series of courses are given, the first, during the month of July, and the second during the month of August. Students are able to secure diplomas at the end of the course after an examination upon it. The fee for either course, which embraces, besides a large amount of instruction, lectures, etc., many desirable privileges, is twenty dollars. The *Alliance* has been wonderfully successful in Paris, and hundreds of students and teachers pursue these courses yearly. This success has encouraged the projectors of the movement, aided by the government, to start a similar movement in the nature of a propaganda outside of France. The object is to encourage the pursuit of the French language and literature and to attract favorable attention to France. Some idea of how successful the movement has been in this country may be got from the fact that at the present time there exist here and in Canada more than two hundred *Alliances Françaises,* or branches, groups, as they are called, of the central organization in Paris. Moreover,

some of these groups are very flourishing, the one in Boston, for instance, having annually for several years, more than four hundred members. This group in particular has been very ably managed by Professor de Sumichrast since taking charge of its interests in 1900. Lectures and entertainments in French, all of a high order, are given fortnightly. During the years 1901, 1902, and 1903, the Boston group, at its own expense, sent over to Paris, each summer, a teacher in the public schools to enjoy the advantages offered by the *Alliance* in Paris. It is well to be familiar with the work of the *Alliance Française* when preparing, whether here or abroad to make a study of French life, literature, and language. In this way it is quite possible to keep abreast of what is going on in a rather extensive circle of French interests. Both Frenchmen and Americans of distinction are connected with the organization, and directly or indirectly, may be of signal service to a student. Perhaps the simplest way to get posted quickly is to send for the *Bulletin officiel de la Fédération de l'Alliance Française aux Etats-Unis et au Canada*, 1402 Broadway, New York City.

X. L'Entente Cordiale.

It is beginning to be quite evident that the day is past when thoughts, ideas, and the possession of truth are national and the property of one particular people. The tendency of this generation is fast towards denationalization. Foreign methods when proven to be better than our own are no longer lookt upon askance because they are foreign, but are beginning to be adopted; just as abroad practical American ideas have found widely a favorable reception. The intrinsic value of ideas is an asset too precious to be long ignored by any wide-awake nation.

In 1897, Ferdinand Brunetière gave a course of lectures in French at Johns Hopkins University which were notable and besides attracted popular attention. He was invited to Harvard University, where he gave three lectures on Molière. The charm and magnetism of the man will not easily be forgotten by any one privileged to hear him. Since that time the French lectureship fund provided by Mr. James Hazen Hyde of the class of 1898 has made it possible for Americans to pass in review a long line of distinguisht French men of letters; for not only have these gentlemen lectured at Harvard University, but after finishing their course there, usually have also lectured in many places in the United States and Canada. The distinction of the lecturers and the variety of the topics treated has naturally called attention to France, a country for which American sympathy has been strong and lasting from old colonial days. The following are the names of the eminent lecturers who have visited our shores and their subjects:

1898. René Doumic: Histoire du romantisme français.
1899. Edouard Rod: La Poésie dramatique française.
1900. Henri de Regnier: Poésie française contemporaine.
1901. Gaston Deschamps: Le Théatre français contemporain.
1902. Hugues Le Roux: Le Roman français et la société française.
1903. L. Mabilleau: Idées fondamentales de la politique française.
1904. A Leroy-Beaulieu, *de l'Institut:* Christianisme et démocratie.
1905. René Millett, *ambassadeur:* La France et l'Islam dans la Méditerranée.
1906. Anatole Le Braz: La France celtique.
1907. Vicomte G. d'Avanel: Histoire économique de la France.
1908. André Tardieu: La France et les alliances.
1909. Abel Lefranc: Molière.

Nearly all of these men have, after visiting us, recorded their impressions of American life in books that students will have pleasure in familiarizing themselves with. This is likely to have a broadening effect upon their own point of view of a foreign country. Moreover, under the auspices of the Alliance Française, or possibly, at times, independently, Germain Martin, Jules Huret, André Michel, F. Funck-Bretano, Louis Madelin, Edmond Rossier, Bonet-Maury, Marcel Poète, and other Frenchmen of note have lectured in various parts of the United States and Canada. Distinguished Italians, Angelo de Gubernatis, Novelli, Guglielmo Ferrero have also addressed many groups of the Alliance.

So much activity on this side of the water has initiated a reciprocal movement in France. In 1904-1905, thru the generosity of Mr. Hyde, who has done so much to promote a good mutual understanding between France and America, Professor Barrett Wendell was invited to deliver a course of lectures on American literature at the Sorbonne and at the university towns in France. Students who intend studying in France will do well to profit from Professor Wendell's experience by reading his book, "The France of Today." He was followed by Professor A. C. Coolidge, and he in turn by Professor George Pierce Baker.

Of late years a number of French students have registered in our leading universities, and not only pursued courses, but given instruction and lectured in French at the university and outside. This idea of foreign students coming here to study in our institutions has been favorably received and encouragement is offered them to come. In 1896, for the first time, a fellow of the University of Paris, Charles Cestre, was sent to Harvard. An interesting contribution by him on the French Universities will be found in the Harvard Graduates' Magazine for December, 1897. About eight

years later, in 1903-1904, a fellowship of the *Cercle Français de l'Université Harvard* with a stipend of $600 was offered by Mr. Hyde and has been since then continued annually. The French fellow is selected by the minister of public instruction in France. According to the conditions of the fellowship, the young Frenchman is expected to give a certain amount of assistance to the department of French and other Romance languages. He is also to be admitted to any courses of instruction in the university he is qualified to pursue. These young men occasionally assist in the annual production of the Cercle Français play. The appointment of the American exchange fellow to Paris, to benefit by the fellowship offered in return by the French ministry of public instruction, is made on the recommendation of the president of Harvard University. The incumbents have been George Wallace Umphrey, 1903-4; Robert Bell Michel, 1904-5; Charles Marshall Underwood, 1905-6; Arthur Fisher Whittem, 1906-7; Warren Barton Blake, 1907-8; Samuel Montefiore Waxman, 1908-9. The same conditions govern the incumbent of this fellowship as those of the James Hazen Hyde fellowship offered by the Cercle Français. The *boursiers,* or fellows from France at Harvard, have been Robert Dupouey, 1903-4, to whose article, Americans in French Universities, reference has here twice been made; Henri Baulig, 1904-5, now an instructor in French in Harvard College; Médéric Tourneur, 1905-6; Edmond Jean Eggli, 1906-7; Jean Marie Giraudoux, 1907-8; Maurice Chelli, 1908-9.

So strong has been this influence for cordial inter-relation and so manifestly potent for good that other countries have taken up the idea. The announcement was made in 1905 that James Speyer of New York had given to the trustees of Columbia University $50,000 to endow the Theodore Roosevelt professorship of American history and institutions in the University of Berlin in accordance with a plan proposed by the German Emperor. The first incumbent of this professorship was the political economist, Professor John Williams Bnrgess, 1906-7. Dr. Hermann Schumacher, from the University of Bonn was the exchange lecturer at Columbia. The University of Chicago followed the good example and sent Professor J. Lawrence Laughlin of the department of political economy to Berlin, while Professor Oncken of the University of Berlin came from there to Chicago University to lecture on Germany history. Since 1905-6 there have been exchange professors between Harvard and Berlin universities, Professors Ostwald and Kühnemann having lectured in Cambridge and Professors Peabody, Richards and Schofield in Berlin. Other countries are desirous of pursuing the same friendly policy, and recently Professor Nicholas Murray Butler has been sent from Columbia University as exchange professor to the University of Copenhagen. Dr. Felix Adler of Columbia University and Professor William M. Davis of Harvard University are at

present (1908-9) lecturing in Berlin and were recently introduced by Ambassador Hill to Emperor William.

By a vote of the Corporation of Harvard University on June 15th, 1908, the president of the university was authorized to inform the Prussian minister of education that for a period of ten years Harvard University would remit the regular tuition fees in all its departments for any students, not exceeding five in any one year, who should be accredited by the Prussian ministry of education as students qualified to pursue advanced studies in Harvard University. The proposal has been accepted and thru this arrangement a further step in the direction of an intellectual exchange between America and Germany has been taken.

About fourteen years ago, Baron Pierre de Coubertin made four foundations for the study of French literature; one each at Princeton, Tulane, the University of California, and Leland Stanford. By way of reciprocity, there are now at the University of Paris: 1° The duc de Loubat's foundation at the Collège de France for the study of American antiquities. The late Léon Lejeal used to lecture in this course. 2° Mr. James Hazen Hyde's foundation at the Sorbonne for the study of America, American Ideas and Institutions; lectures in English by the American exchange lecturer. 3° The proposed foundation by some American bankers and financiers at the law-school of the university for the study of: The History and Outline of American Law; lectures in French, in 1904-5, by Charles F. Beach, Jr., a noted American lawyer and student of economic problems.

Perhaps one of the best known of all the foreign traveling fellowships is the *Bourse du Tour du Monde*, founded by Albert Kahn in 1898. This bequest provides for sending around the world "Cinq jeunes agrégés de l'université," each on a fellowship of $3,000. An account of experiences in foreign countries by thirteen of these young men during the years 1898, 1899, and 1900, will be found in *Autour du monde*, par les Boursiers de voyage de l'Université de Paris (Paris, Félix Alcan, 1904). The book is useful in giving the American student who studies abroad an excellent French point of view. Occasionally one of these educated Frenchmen remains in a foreign country some years, as in the case of M. Louis Allard, who taught and lectured a year or more in Laval University, Quebec, and for the past two years has been one of the regular instructors in French in Harvard College. This year (1908) a young woman, Mlle Elichabe, is one of the holders of the Around the World Fellowship. Her lectures in different parts of the country have been noteworthy.

Quite a number of the largest and best-endowed institutions of learning in this country, such as those already named, are quite well provided with traveling fellowships. The catalogs of a number of our colleges call particular attention to such special advantage. At

Boston University, for instance, the Ada Draper fund of $25,000, the income of which is to be applied "to enable the most meritorious and needy student among the young women to be sent to Europe after graduation to complete her studies." In this way students, sure of their future, are able to concentrate their whole time and thought on the main object of their foreign residence.

Thus, from what has been shown, the signs of the times seem to point not only to a mutual desire on the part of France and of this country to bind more cordially together the old intellectual ties of sympathy that were so strong in the days of Franklin and Jefferson, but to a common world understanding that shall ultimately do away with intellectual barriers between nations. That a movement so thoroly in accord with the best spirit of the times should be fraught with success is the earnest hope of all who desire the moral and intellectual advancement, not only of France and America, but of all civilized nations.

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